

have received significant training in both literacy and mathematics within the past two school years. Those applicants with the highest level of qualification will be the first selected to teach in the program. All paraprofessionals have been employed in the elementary schools of the district for at least three years and have received extensive training and direct supervision in the strategies to be used in the program.

Programs in each building will be supervised by a separate teacher/coordinator who will monitor instruction in each room. Paraprofessionals will be closely supervised by and will support the teachers with whom they work. In each classroom, a maximum of 20 students will work under the direction of a teacher and a paraprofessional. Throughout the school year at least ten hours of additional professional development in reading and in mathematics will be provided for all teachers and paraprofessionals.

Program Effectiveness

The *Everyday Mathematics* program has been researched in many locations in relation to both state assessments and nationally normed tests. Achievement increases that significantly surpass those of in-place instructional programs have been documented in settings from inner city Chicago to affluent suburbs, from bilingual schools in San Antonio to low socio-economic schools in Kalamazoo.

Everyday Mathematics was one of only two elementary programs listed in the 2000 U. S. Department of Education report on Exemplary and Promising Mathematics Programs, cited as “a comprehensive and balanced program.... that teaches basic computational and arithmetic skills as well as a broad range of mathematical concepts.”

In addition to eight separate research studies of *Everyday Mathematics* from diverse communities in Illinois, Michigan, Pennsylvania, Texas, and Washington, independent researchers from Northwestern University are conducting a major longitudinal study, with preliminary results documenting significant positive effects on student achievement.

Reading instruction is based on recommendations from the Michigan Literacy Progress Profile related to each assessed skill area. The 11 different components assessed within the MLPP help teachers make decisions based on sound practices and research findings to improve the learning opportunities of children. As teachers conduct these

assessments, they are then guided to teach to the areas that have the greatest needs. Specific instructional strategies are listed within the MLPP. All elementary teachers in the Northwest Community Schools have had extensive training in administering and interpreting MLPP, which also includes learning how to effectively implement the strategies listed in MLPP documentation. These same strategies will be emphasized in the Supplemental Educational Services program.

Since this after-school program is staffed by teachers and paraprofessionals from within the district, it is expected that regular communication between the regular classroom teacher and the after-school program staff will assist in focusing the efforts of the Supplemental Educational Services program.

Additional research reports are available upon request for each of the programs listed above.

Evaluation/Monitoring

Each week the teachers of participating students will provide the Power Club teacher a short written synopsis of the academic progress and needs of the student on a two-part form. This statement of needs will be directly related to the reading and mathematics performance of the student in the regular class. The Power Club teacher will respond on the form with comments about the work attempted and completed during the session. A copy of the form will be sent to the parent. This form will include information about formal and informal assessments that the student should complete during Power Club sessions. An additional copy of the communication form will be kept by the coordinator of the Power Club and will be available for the building principal to study as needed.

Pricing for the Supplemental Services

Costs incurred in the implementation of the Power Club include the salary of a teacher/coordinator, salary for teachers at \$25 plus retirement and FICA per hour, salary for paraprofessionals at \$12.50 plus retirement and FICA per hour, snacks, supplies and transportation. Teachers and paraprofessionals will be paid for 1½ hours per session. Snacks will cost approximately \$.50 per session, and supplies will cost approximately